

CAI Application Title Golden Gate Apprenticeship Program-Bus Coach Operator

Application Description (In the Application Description field, please describe the broad purpose of the proposed work plan and the key outcomes and deliverables that you anticipate generating. The summary should also indicate how the work plan will support the Vision for Success and DEI initiative goals, and how the work plan is new and/or innovative.)

College of Marin (COM), in partnership with Golden Gate Transit (GGT), the Amalgamated Transit Union (ATU) 1575, and Santa Rosa Junior College (SRJC), seeks to create a new, innovative, regional Bus Coach Operator (BCO) Pre-Apprenticeship and Apprenticeship Program to address a major shortage of GGT bus drivers. The program will focus on providing family-sustaining wages to low-income residents in Marin and Sonoma Counties and create a pipeline of qualified and prepared applicants. Golden Gate Transit (GGT), North Bay's largest transportation agency/employer, seeks to recruit and hire at least 100 new bus coach operators (also called bus operators) over the next three years. Currently, the North Bay region has no existing career education programs, pre- apprenticeship, or apprenticeship training programs responding to this critical workforce shortage. The proposed project will launch a new apprenticeship program created, implemented, and housed by COM, and a new pre-apprenticeship program offered by SRJC, both in partnership with GGT. The COM Golden Gate Apprenticeship Program (GGAP) will increase the pipeline of eligible Bus Coach Operator applicants, support retention for newly hired employees, and lay a foundation for potential career advancement in the transit industry. Serving as an expansion to GGT's existing apprenticeship and labor/management peer mentorship model, this comprehensive regional partnership ladders both economic and academic mobility and confers 18 units of college credit and a CCCCO-recognized certificate while creating additional pathways to an associate's degree and transfer for newly hired bus coach operators. Using a nationally recognized, high impact practice earn and learn model, the apprenticeship program leverages the lessons learned and published by the United States Department of Labor Clearinghouse for Labor Evaluation and Research, the USDOE What Works Clearinghouse, as well as data-driven approaches highlighted in published studies and reports.

Collaborative Partners:

Please consider, strong applications will clearly address

1. recovery with equity in their **Response to Need** section.
2. **feasibility of the project** is determined by reviewers as they consider whether the project described in this application is realistically capable of attaining the required and proposed outcomes, within the proposed timeline.
3. The intent is to judge the **cohesiveness and viability** of the project.

1. Region Bay Area

2. Industry sector Advanced Transportation & Logistics

3. Need(s)? describes the local, regional, or statewide gap or need (the problem) that the proposed work plan will act to address. For example, our college does not have a welding apprenticeship program, or, a specific historically marginalized population is underrepresented in our welding apprenticeship program. **Characters : 0/5000 (4981 with spaces)**

The average unemployment rate for the Bay Area region was 4.8% in September 2021 compared to an average of 3.1% unemployment in September 2019.¹ For the transportation sector, jobs were not pandemic-resilient with companies experiencing both a massive exodus of employees and a halt of standard operations. What was once an already difficult to hire and retain for the sector continues to experience a considerable lag in recovery compared to other regional industries. The Bay Area has seen a 7.1% employment drop in this field². Transportation employers desperately seek to expand their recruitment efforts, foster a robust talent pipeline, and improve retention for newly onboarded talent. In Marin County, Golden Gate Transit (GGT) provides bus service between Sonoma, Marin, San Francisco, and Contra Costa counties. For GGT, most passengers travel from Marin and Sonoma counties to San Francisco for work, education, and healthcare. While some San Francisco and East Bay residents use these transit services, the predominant use is by North Bay residents with local Marin County service provided by the Marin County Transit District (MCTD). MCTD relies on GGT to deliver approximately half of the local transit service in Marin County through an intergovernmental agreement that has been in place for decades. The service between Marin and Contra Costa Counties is provided as the only regional public transit link between these two counties and provides commute opportunities for those living on both sides of the Richmond-San Rafael Bridge. Within the GGT service area, the census tracts with the highest concentration of minority and low-income residents are Marin City and San Rafael's Canal neighborhood in Marin County.³ As the North Bay's largest transportation employer, Golden Gate Transit seeks to recruit at least 100 new bus operators over the next 3 years. Approximately 85% of current applicants for bus operator vacancies fail the entrance examination, interview portion, or do not complete the application in its entirety. Of the approximately 15% who do pass the entrance examination, the year-long training program experiences considerable attrition⁴. Over the last 18 months, Golden Gate Transit reports a loss of approximately 4 operators per month or 48 per year. Bus Coach Operator (or bus operator, BCO) is the "entry level" position to GGT. Several factors contribute to attrition including job transfer, promotional job transfer, and retirements. The impact to equity is twofold: lower resourced, minoritized communities rely on public transportation for access to employment, education, and other basic needs. Simultaneously, these unionized, pensioned, above living wage positions are highly coveted, employ diverse, multilingual, entry-level individuals, and provide ladders to professional mobility and a family

¹ CCCC Centers of Excellence November Newsletter, 2021

² Ibid

³ Golden Gate Bridge, Highway and Transportation District Title VI Program Report, 2018.

⁴ Golden Gate Transit internal data

sustaining living wage in Marin County—an area scarce of opportunity for individuals without any post-secondary education. With a needed workforce of approximately 275 bus coach operators, GGT currently employs only 200 current full-time operators. Unfilled employee positions serve as only one contributing factor to this labor shortage; attrition and absenteeism both dramatically increased during the pandemic and exacerbate GGT’s ability to remain adequately staffed⁵. GGT seeks an apprenticeship program offered in partnership with a local educational agency (College of Marin) and the promise of college credit, credentials, and career advancement to further entice future employees and better retain those who are hired. This critical educational value proposition provides both short term and long-term incentives and rewards, particularly given the programmatic educational and economic stackability design. The north bay region has no existing career education, pre apprenticeship, or apprenticeship programs responding to this critical workforce shortage. The closest institution with a similar program, Mission College, is a High Road Training Partnerships project awardee and serves as both a technical assistance provider for this apprenticeship coalition and a contributing partner. Mission College resides 72 miles away from College of Marin (COM) and its employer partner. The proposed project will launch two new components: a new apprenticeship program created, implemented and housed by College of Marin, and a new pre-apprenticeship program offered by Santa Rosa Junior College (SRJC). Both programs are offered in direct partnership with Golden Gate Transit and all partners seek to leverage this innovative, regional cross-system collaboration to advance a regionwide approach to equity-focused workforce development in the transportation sector for the Marin-Sonoma County North Bay Region.

4. Equity issues Characters : 0/5000 (4967 with spaces)

As evidenced so acutely during the pandemic, communities of color and non-native speakers are disproportionately impacted by existing educational and economic opportunity gaps and experience the greatest disparity in wealth, education, and health outcomes. Over half (57.62%) of the GGT bus operator workforce are Black, Indigenous, People of Color (BIPOC) and live-in “priority population” zip codes⁶. GGT uses a twofold approach to define the parameters for priority populations (PPs). The California Environmental Protection Agency’s terms “disadvantaged communities” as those top 25% most impacted census tracts. Secondly, the California Department of Housing and Community Development's describes low-income communities and households as those at or below 80% of the statewide median income or at or below the threshold designated as low-income. Black/African American individuals are overrepresented in this designation (40%) compared to their representation among the bus coach operator position (37%). White employees comprise the second largest employee demographic group (29%) and are underrepresented among employees living in PPs (23%). The District seeks to expand its 16% Latinx workforce through this project’s efforts; 58% of Latinx operators live in PPs. Nearly 66% of all Asian GGT operators live in PPs while comprising only 15.24% of GGT bus operator workforce. Across gender, GGT’s workforce is 19% female identifying; an additional area of

⁵ Golden Gate Transit internal data

⁶ Internal Golden Gate Transit data 2021

underrepresentation. Over the course of three years (2018-2021) 435 or 84.3% of the 516 prospective candidates either failed the skills test, panel interview, or submitted an incomplete application. A majority (61% or 315) of applicants lived in priority populations. Only 15.7% of the total applicants were hired with 51% of hired applicants living in priority populations. A preliminary review of the data reveals that applicants identifying as Asian, Hispanics and Pacific Islanders are overrepresented among failed applicants when compared to their black and white peers. Marin County, located in the Bay Area of Northern California, is the 26th most populated county in California. The population is approximately 260,000 people with a median household income of \$126,373. Demographically, the county is largely White (71.1%) and Asian (6.27%) with a steadily increasing Latinx population (16%)⁷. Marin County ranks first among all 58 California counties when it comes to racial disparities, with measures of quality of life and community health varying starkly among county neighborhoods⁸. The inequity is most notable in San Rafael, which has both the highest density population and the county's only opportunity zone in the Canal neighborhood (the Canal). The Canal houses the largest concentration of Spanish speakers with an 89.1% Latinx population and informs the Advancement Project of California's (APC) assessment of Marin County as a high performance, high disparity area with prosperity limited to very few. APC scores racial disparity and performance across seven key areas including: Crime & Justice, Education, Democracy, Economic Opportunity, Health Access, Healthy Built Environment, and Housing. Marin County scores poorly in all but two categories: education and democracy.⁹ High schools are still unable to meet the tremendous gap in preparing students to enter the workforce post-high school, particularly in Marin County where the focus continues to be connection to four-year colleges. Currently 68% of graduating high school students in Marin County attend college. While 76.2% of the students in Marin County who graduate from a comprehensive high school attend some form of post-secondary education 24% disconnect from post-secondary education entirely. First generation, non-native English speakers, students of color, and students from lower socioeconomic backgrounds are disproportionately overrepresented in this group. This is an actionable opportunity to leverage meaningful career education across the county. Marin Community College District (MCCD) operates College of Marin (COM), which enrolls 10,000 students annually at two campuses and online. COM differs substantially from county demographics with high racial diversity; 47% percent of students identify as BIPOC. In alignment with countywide demographic trends, the College has seen a steady increase in their Latinx student population with 2,408 or 29% of students identifying as Latinx or Hispanic for academic year 2018-19. As part of its larger effort to equitably reflect the communities they serve, GGT seeks to expand its Latinx workforce through this apprenticeship program project by leveraging existing robust partnerships between COM and its community-based partners including Canal Alliance and Community Action Marin.

⁷ Data USA: Marin County, CA, 2018

⁸ Race Counts Advancement Project California, 2021

⁹ Race Counts Advancement Project California, 2021

5. Response to need? describes how the work plan will address the need identified in the previous need(s) question and how the work plan will support economic recovery. Characters: 0/5000 (4937 with spaces)

College of Marin (COM), in partnership with Golden Gate Transit (GGT), the Amalgamated Transit Union (ATU) 1575, and Santa Rosa Junior College (SRJC), seeks to create a new, innovative, regional Bus Coach Operator (BCO) Pre-Apprenticeship and Apprenticeship Program. COM will create and lead efforts on the Golden Gate Apprenticeship Program (GGAP) component of the regional project. GGT will serve as the employer partner for both the apprenticeship and pre-apprenticeship program with all members convening quarterly to ensure a fully integrated, comprehensive approach to meeting the demand for BCOs across the region. The program will provide family-sustaining wages to low-income residents in Marin and Sonoma Counties and create a pipeline of qualified and prepared applicants to address a major workforce shortage at GGT. This project will enroll a minimum of 25 apprentices annually with a minimum of 75 apprentices over the life of the project and will commit to maintaining an 80% retention rate and a 90% success rate for retained participants. Through GGAP, GGT will increase employment for underrepresented communities, and create meaningful interventions to retain and resource applicants. This comprehensive, cross-organizational, regional approach will establish a stable pipeline of qualified candidates and a replicable model across the state. Approximately 85% of the applicant pool is lost during the screening and interview process. To mitigate this loss and retain this talent pipeline, SRJC will partner with GGT and COM to build a pre-apprenticeship program, which will create a stable pipeline of candidates into the apprenticeship program. The COM-GGT partnership will then focus on employee retention and helping apprentices achieve success during the training and apprenticeship period ensuring a stable pipeline of qualified, highly skilled BCOs. Serving as an expansion to GGT's existing, DOL registered apprenticeship program, this comprehensive regional partnership ladders both economic and academic mobility by conferring 18 units of college credit, a CCCCCO recognized certificate, and a mentorship model for first-year employees. Among the evidence-based strategies¹⁰ utilized in both the design and the delivery model of the GGAP are: an intentional alignment of workforce programs with regional economic development strategies; sector based strategies that closely engage industry in curriculum design; data supported, in-demand training that provides a life-sustaining wage for candidates; alignment with registered apprenticeship models and embedded earn-and-learn opportunities; and an integrated service delivery model that provides in-time supports and stackable credentialing. Students who participate in the Apprenticeship Program will be hired on full-time at GGT and receive the following wages: \$28.88 per hour, plus benefits - for the first six months of service, \$30.49 per hour, plus benefits for the second six months of service, and \$32.09 per hour, plus benefits thereafter. A regional collaboration with SRJC ensures that any applicant unable to successfully complete the screening and interview process is retained and supported for success through the pre-apprenticeship program. The pre-apprenticeship program will directly link to the BCO Apprenticeship being developed by GGT, ATU, and COM. In close partnership with GGT and in alignment with the Department of

¹⁰ United States Department of Labor (USDOL) Clearinghouse for Labor Evaluation and Research (CLEAR), the USDOE What Works Clearinghouse (WWC).

Apprenticeship Standards (DAS), COM will develop 12 units of new curriculum and leverage 6 units of existing work experience curriculum for the curricular components of the apprenticeship model. SRJC will serve as the third critical partner working directly with GGT to develop and deliver the pre-apprenticeship component of the program. In summary, this project has several areas that are new and innovative: a brand-new, DAS registered COM-GGT apprenticeship program serving the entire North Bay region; a new SRJC-GGT pre-apprenticeship program; a comprehensive, equity-centered approach to workforce training with embedded, wraparound supports developed and implemented as part of a regional, collaborative strategy; a formalized cross-organizational partnership that will share and disseminate learnings and best practices to advance replication across the region, especially among local transit operators in Marin and Sonoma counties. Among the most critical pieces to the success of this regional apprenticeship partnership is the strong support and participation of the Amalgamated Transit Union (ATU) Local 1575. ATU 1575 participated as a regular planning partner in both the initial partnership meetings and the design phase of this proposal. ATU 1575 has provided a ringing endorsement of both the COM/GGT Apprenticeship and SRJC/GGT Pre-Apprenticeship programs.

6. Response to equity issues? Please include a narrative that is concise, but that describes how the work plan will address the equity issues identified in the previous equity issues question. For example, the work plan will act to remove the barrier identified by changing procedures. **(4873 with spaces)**

Specifically, this project will: increase credential attainment for minoritized communities, decrease unit obtainment for a degree by leveraging adult education and a pre apprenticeship program model to provide meaningful intervention and by creating a clear, stackable pathway toward a credential and degree; increase employment for career education students and increase wage growth to meet and surpass a livable wage baseline for Marin County residents; reduce and erase equity gaps by coupling strategic educational interventions for candidates not selected for the apprenticeship program with assessments and reforms of applicant screening, hiring policies and practices; and mitigate regional workforce and educational gaps by creating an innovative partnership between multiple community colleges, community and workforce agencies, Golden Gate Transit and labor union ATU 1575. Likewise, this project supports economic vitality in local communities by both expanding the bus operator workforce and service to communities along the Highway 101 corridor. As evidenced so acutely during the COVID pandemic, most often communities of color and non-native speakers are disproportionately impacted by existing educational and economic opportunity gaps and experience the greatest disparity in wealth, education, and health outcomes. All partners are universally committed to increasing the participation of women and underrepresented minorities with specific attention to minority groups disproportionately impacted by existing hiring and screening policies and practices. Project partners have already engaged in preliminary, data informed needs assessments which surfaced several equity gaps requiring immediate intervention and a comprehensive, coordinated approach from each agency. A triangulated approach from all project leads: SRJC, COM, GGT, and ATU ensures that barriers to employment access will be mitigated while greater job satisfaction through deepened professional relationships, college credit and improved culture for newly hired talent increase. As part of the application process, the project partners conducted an

equity-centered needs assessment which informed the project proposal and will continue as elements of the work plan. To date, GGT has committed to the following policy and procedural changes: GGT will waive the required entrance examination for all those completing the pre-apprenticeship and has agreed to revise their minimum requirements for becoming a GGT Bus Operator. They will reduce the age requirement from 23 to 19 to maximize opportunities for recent high school graduates and revise language requires “a driver be licensed for at least seven years prior to the date of the job posting” to three years, pending successful completion of the pre-Apprenticeship program. Likewise, GGT recognizes that communities of color and lower income communities have a greater police presence than more affluent neighborhoods. This results in increased contact with law enforcement and a greater likelihood of justice involvement. For both justice involved individuals and those with driving infractions, GGT will amend their policy from “no more than one moving violation within the last three years to “no more than two moving violations within the last years. Applicants with more than two moving violations within the last three years will be reviewed on a case-by-case basis and may be cause for non-selection. This minimum requirement will be widely applied to all bus operator applicants in an effort towards racial justice. In addition, the project will employ a community centered apprenticeship model that provides stackable credentials and meaningful training that incorporates structured mentorship and awards college credit which scaffolds both academic and economic mobility; closely coordinated pre-apprenticeship program offered by SRJC, which serves as a mechanism of intervention for the talent pool unable to successfully make it through the application and interview portion of GGT hiring process; data-driven equity minded approach to examining and reforming existing hiring policies and practices that create barriers to employment for minoritized applicants, and regular equity audits to ensure alignment with each organization's commitment to racial justice and equitable access for all members of our community. A formalized, DAS registered apprenticeship program in concert with an educational agency will ensure an innovative approach to utilizing apprenticeships in the public transit industry. These efforts build on GGT strength as only the second US public transit agency to establish a bus operator as a US Department of Labor apprenticeship-qualified classification. The SRJC pre apprenticeship will serve as the first of its kind in the nation. Both programs create several avenues for career advancement.

7. How will your program remain sustainable after the grant is complete?

College of Marin has made significant ongoing investments in the Education to Careers Program (E2C) construction training model wherein COM provides industry informed, onsite instruction and career training, coupled with intentional recruitment, wraparound support, and case management for students connected through partner community-based organizations. In direct partnership with an employer, this triumvirate approach to training: College, community partners, and industry has demonstrated tremendous, replicable success with 87% of students succeeding, all students achieving an employment gain, and 70% securing full time employment with living wages. This model, a collection of high impact, evidenced based strategies, informs the design and delivery approach for the Golden Gate Apprenticeship program. The College sees this work as central to its role as the primary workforce development provider for the County and remains committed to advancing equity across the county by connecting our community members to livable wages and additional educational and

economic mobility. As such, the College will continue to leverage existing district funded resources, Strong Workforce Program and Perkins funding, along with existing workforce development assets in the local and regional communities and within the College itself to advance the work that remains central to our mission. The Golden Gate Apprenticeship partnership program demonstrates the College's values in practice and aligns with COM's strategic plan to develop enhanced partnerships with business and industry to meet student and local workforce needs, develop and implement mission-aligned plans for expanding business, industry, and community partnerships, expand delivery methods for current and potential educational content to meet community, industry, and other mission-specific need, and to, in consultation with community, industry and other stakeholders, utilize credit, noncredit and not-for-credit academic programs to collaboratively deliver on best meeting educational needs. It is because this program is deeply aligned with COM's existing Mission, Vision, Values, and its codified educational master plan and strategic plan that this program demonstrates high feasibility and sustainability. Similarly, over the next three years, GGT will work closely with regional partners to explore the expansion of the pre-apprenticeship and apprenticeship programs and identify resources to ensure their success over time. Transit agencies have been challenged historically with maintaining sufficient staffing levels for delivering reliable service to their communities, and the continuation of all efforts to attract and retain a well-trained, highly-skilled workforce of bus operators is critical for: 1) maintaining pathways to well-paid jobs for those in priority populations and, 2) ensuring that essential workers and citizens in disadvantaged communities continue to have access to reliable transit service that they absolutely need. Both partners intend to pursue Related Supplement Instruction (RSI) Funding RSI to augment existing resources and increase financial support for this apprenticeship program.

Below, describe how the project will conduct outreach to employers and potential apprentices as well as share best practices. In addition, include your participation in any potential statewide efforts to market apprenticeships to employers and students. This narrative must not exceed one page. Project staff is encouraged to share their best practices through virtual as well as live/in-person venues.

2 Please describe how the project will conduct outreach to employers.

This project will primarily capitalize on its formal employer partnership with Golden Gate Transit, which will host apprentices and engage as both project partner and lead employer. We anticipate engagement with other employers to be minimal though all local transit operators will be invited to participate regularly in regional convenings. As evidenced by the success of similar COM programs offered in partnership with community partners and industry, the success of this partnership will likely inspire other local and regional employers to pursue similar partnerships with the College. For successful pre apprentice completers who are unable to immediately connect with the COM/GGT apprenticeship program, and in anticipation of programmatic success which may result in an impacted program, GGT will utilize a hiring waiting list which prioritizes pre apprentices and refers waitlisted students to other local transit operators in Marin and Sonoma counties (Marin County Transit District, Sonoma County Transit, Santa Rosa CityBus, and Petaluma Transit) when appropriate. The College will continue to work closely with local workforce agencies and community-based organizations to communicate potential employment ladders

to existing agencies and county employers. GGT will also leverage its board membership, committee involvement, and working groups at the national, state and local levels to present to American Public Transportation Association (APTA), the California Transit Association (CTA), the Metropolitan Transportation Commission (MTC), Transportation Authority of Marin (TAM), and other key transit agencies.

3. Please describe how the project will conduct outreach to apprentices.

The College has existing infrastructure to support recruitment and will leverage its long-standing, robust partnerships with Workforce Agencies, Community Based Organizations, local high school partners and Adult Education programs to attract additional apprentices beyond the existing applicant pool received by Golden Gate Transit; approximately 12 students per year. The College has successfully demonstrated the impact of this model through formal agreements with Goodwill Bay Area, Canal Alliance, Community Action Marin, and others that refer adults in need of training and co-enroll them in WIOA along with other resources that support retention. This project will refine and scale this approach regionwide by strategically engaging these and other community based WIOA service providers and integrating their services with instruction. Strategic outreach and recruitment in partnership with agencies embedded in high-need, high-promise communities help ensure the program enrolls under-represented groups disproportionately impacted by economic downturn and slowed recovery. To supplement direct outreach efforts, College of Marin invests heavily in marketing and advertising directed toward career education and skills training through the support of workforce funds received by the state. Moreover, this supplemental advertising focuses primarily on serving communities of color, non-native speakers, and adult learners. The new apprenticeship and pre-apprenticeship opportunities will be promoted through established channels of communication, in addition to regular information sessions and presentations created specifically for these programs. Preliminary conversations with community partners about these apprenticeship programs have been met with enthusiasm. Both the apprenticeship and pre-apprenticeship programs will be included in the College's well-attended Career Speakers Series (a partnership with Career Point Marin), online newsletters, advertising in the Marin IJ and Sonoma Press Democrat, social media campaigns, Career Education Open Houses, and more.

4. Please describe how the project will conduct outreach to share best practices with other apprenticeship programs.

The GGAP and broader regional partnership will utilize existing, well established and attended forums, professional organizations, and convenings to regularly disseminate programmatic data and outcomes and disseminate best practices and lessons learned. Capitalizing on existing regional infrastructure, this project will support regional learning through six major avenues: 1. The Bay Area Community College Consortia (BACCC): Convenes 28 community colleges monthly in the wider Bay Area to collaborate, share best practices, develop curriculum, engage with industry partners and advocate for career education policy. 2. Local and Regional Boards & Committees: COM's Dean of Career Education & Workforce Development and COM's Director of Workforce Programs, who both serve on local and regional workforce boards and committees, will share this apprenticeship/pre-apprenticeship model with the Workforce Alliance of the North Bay, Career Point Marin

Advisory, North Bay Leadership Council, Chambers of Commerce, Marin Economic Forum and others. 3. Mission College: As the first California Community College to partner with a public transit industry to create an apprenticeship program, COM and SRJC will convene regular meetings with sector and project directors with thought partners and mentors; including California Transit Works! both who served as a key project contributor for this proposal. 4. Conferences: In partnership with Santa Rosa Junior College, share best practices at established conferences such as California Community College Association of Occupational Education (CCCAOE), Strengthening Student Success and the California Adult Education Summit, California Labor Federation Workforce and Economic Development Annual Conference, California Workforce Association “Meeting of the Minds” Annual Statewide Conference among others. 5. Convene: This regional COM-SRJC-GGT-ATU partnership will convene at least twice annually to share progress updates, data, high impact practices, and lessons learned with employers, regional workforce agencies, educational agencies, and the regional transit group. 6. Joint Apprenticeship and Training Committee (JATC): regularly held meetings. Currently, GGT is actively involved in various boards, committees and working groups at the national, state and local levels. Organizations with which staff work regularly include the American Public Transportation Association (APTA), the California Transit Association (CTA), the Metropolitan Transportation Commission (MTC), Transportation Authority of Marin (TAM), and the Sonoma County Transportation Authority (SCTA). As staff look to expand the pre-apprenticeship and apprenticeship programs, as well as seek resources to support their expansion over time, they will be sharing best practices and lessons learned over the 3-year grant period with peer/colleagues across the region, state, and country. As a regional (and soon to be statewide) High Road Training Partnership member, California Transit Works! (CTW) will actively promote effective practices and program models from the GGT/ATU/COM/SRJC apprenticeship and pre-apprenticeship programs. CTW remains committed to supporting the development of innovative labor/management partnerships and apprenticeship programs and can draw upon lessons learned in conducting technical assistance with other labor/management apprenticeship teams, at conferences, and in their extensive online and social media presence.

Goals & Metrics

Guidance: When including Student Success Metric outcomes, be sure to include only outcome results specific to this application.

Vision for Success Goals and Student Success Metrics SELECT ALL BUT TRANSFER

Required documents include:

1. Organizational Chart
2. Governance Chart
3. Intent-to-Participate form letters from the employers paying the apprentices salaries and wages
4. Intent-to-Participate form letters from COM, the sponsoring CCD identified here.
5. Other: Budget Summary Table

Work Plan Objectives and Outreach

Objective 1: Establish effective leadership bodies for transit grant activities between the employer: Golden Gate Transit, labor union: Amalgamated Transit Unit (ATU) Local 1575, the local education agency, College of Marin, and the pre-apprenticeship college partner: Santa Rosa Junior College. Ensure all partners are in alignment for grant objectives, activities, timelines, data collection, and deliverables. Establish contractual relationships with grant partners including Memorandums of Understanding, Instructional Service Agreements, and Contracts for Services as needed and ensure established contract with College of Marin as the Local Education Agency for the Golden Gate Apprenticeship Program.

Objective 2: Register Bus Coach Operator Golden Gate Apprenticeship Program with the California Department of Apprenticeship Standards. In partnership with Golden Gate Transit, Santa Rosa Junior College, and in alignment with DAS, create curriculum for an 18-unit credit apprenticeship program, which includes a Chancellor's Office recognized certificate of achievement.

Objective 3: Recruit and register at least 1 apprentice per \$20,000 with an annual goal of 25 registered apprentices and 75 apprentices served over the life of the project. Maintain an 80% apprentice retention rate and a 90% success rate for completing apprentices.

Objective 4: Conduct regular community of practice (COP) meetings to support student success with specific focus on onboarding and orientations, in-time interventions, and connection to college and community resources. Embed a data-driven approach throughout the life of the project, which uses the regular COP meetings to collect, review, and evaluate data, which will ensure ongoing, programmatic review cycle that includes a design, implement, evaluate, and refine process over the life of the project.

Objective 5: Support regional collaboration, professional development, and expansion of the Bus Coach Operator apprenticeship model throughout the north bay region.

For Student Success Metric that Applies to this Activity; click all except for transfer

For Dependencies: contributions of others for a successful outcome please mirror person responsible at the organizational level

Objective 1: Establish effective leadership bodies for transit grant activities between the employer: Golden Gate Transit, labor union: Amalgamated Transit Unit (ATU) Local 1575, the local education agency, College of Marin, and the pre-apprenticeship college partner: Santa Rosa Junior College. Ensure all partners are in alignment for grant objectives, activities, timelines, data collection, and deliverables. Establish contractual relationships with grant partners including Memorandums of Understanding, Instructional Service Agreements, and Contracts for Services as needed and ensure established contract with College of Marin as the Local Education Agency for the Golden Gate Apprenticeship Program.

#	Activities	Timelines	Responsible Person(s)	Performance Outcomes
1.1	Establish relationships and functional leadership structure, roles, and responsibilities for overall GGAP grant activities among primary GGAP partners.	April-June 2022	College of Marin Dean of Career Education and Workforce Development GGT Project Director ATU 1575 President or other representative	Development of an Apprenticeship Training Committee (JATC or UTC) including identification of members. The JATC members will be established with at least one Steering Committee meeting held. Community of Practice members established with least one Steering Committee meeting held. Alignment of GGT (employer); Local 1575 (union); and College of Marin (Apprenticeship LEA) and Santa Rosa Junior College (Pre Apprenticeship LEA) for grant activities including JATC apprenticeships; data collection and reporting; conferences and community of practice activities; dissemination; and sustainability. Create, disseminate for review, and finalize with board approval all contracts, MOUS, and ISAs for project

			SRJC Project Leads and/or Dean of Workforce Brad Davis	Work with existing partners to codify roles, responsibilities, and other components of MOU
1.2	Set schedule and location of Steering Committee meetings.	June 2022	College of Marin, Dean of Career Education and Workforce Development and GGAP Project Team	Regular quarterly meetings, with one annual meeting that includes the regional consortia members to share outcomes, best practices, and broader regional employer engagement.

1.3	Grant objectives, activities, timelines, etc. reviewed and revised, as needed, based on employer business needs and unions and training partners' schedules.	April 2022– December 2024	College of Marin, Dean of Career Education and Workforce Development GGT Project Director ATU 1575 President or other representative SRJC Project Leads and/or Dean of Workforce Brad Davis	Steering Committee provides effective industry oversight and direction for all grant activities throughout the grant period.
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1.4	Establish and utilize effective data collection, metrics, and evaluation systems per grant requirements.	April 2022– February 2025	<p>College of Marin, Dean of Career Education and Workforce Development</p> <p>Director of Research and Institutional Planning, College of Marin</p> <p>GGT Project Director</p> <p>ATU 1575 President or other JATC reps</p> <p>SRJC Project Leads and/or Dean of Workforce Brad Davis</p>	<p>All grant data and metrics are collected and reported on a regular basis as required by grant.</p> <p>Evaluations are conducted regularly, using both quantitative and qualitative tools.</p>
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1.6	Identify, hire, or appoint GGAP Project Director to support grant management, project oversight, and coordination	April 2022- July 2022	College of Marin, Dean of Career Education and Workforce Development	<p>Work with existing partners to identify existing capacity for project management support, create job description and parameters</p> <p>Conduct interviews and screening</p> <p>Hire (or implement expansion of role-faculty coordinator, special reassignment, expanded position) for GGAP Project director</p>
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Objective 2: Register Bus Coach Operator Golden Gate Apprenticeship Program with the California Department of Apprenticeship Standards. In partnership with Golden Gate Transit, Santa Rosa Junior College, and in alignment with DAS, create curriculum for an 18-unit credit apprenticeship program, which includes a Chancellor’s Office recognized certificate of achievement.

2.1	Review DAS approved apprenticeship program curriculum and create new discipline to support bus coach operator apprenticeship program.	April 2022- July 2022	College of Marin Vice President of Instruction, Jonathan Eldridge Dean of Career Education and Workforce Development Department Chair/Discipline Experts	Vice President of Instruction determines academic direction in consultation with College President, Academic Senate, Associate Vice President of Instruction and JATC. Apprenticeship proposal and new discipline in alignment with CCCC TOP Codes is submitted to Academic Senate and other College of Marin academic committee(s) as appropriate. Create and administer a faculty call for discipline, program, and course creation through the Union-District Workload Committee (UDWC), which will review all applications for faculty overload, reassigned time, and/or stipends.
2.2	Develop College curriculum for apprenticeships with preliminary courses entered as experimental to expedite delivery	April 2022– July 2023	Dean of Career Education and Workforce Development	Transit apprenticeships curricula are developed, input into CurricuNet, and submitted to Curriculum Committees for review, revision, and approval. Curriculum will be articulated along a career educational pathway.

	<p>Develop employer-based certificate in alignment with high impact practice: stackability, embedded industry credentials, and cohesive pathway momentum for students</p> <p>Develop Certificate of Achievement for Bus Coach Operator apprenticeship program whereupon successful completion of 18 units of course requirements and 2000 hours of related work experience, graduates will be eligible for a Certificate of Completion from two government entities: the State of California Department of Industrial Relations, Division of Apprenticeship Standards, and the US Department of Labor, Employment and Training Administration, Office of Apprenticeship.</p>		<p>Department Chair, Faculty Discipline Experts, Apprenticeship instructors</p>	<p>Students will initially earn a CCCCCO recognized pending CCCCCO certification. Using existing industry standards, DAS modeled after Mission College Coach operator certificate which includes:</p> <p>Approved applicants will be employed full time as Bus Coach Operators with Golden Gate Transit an entry-level position in the mass transit field. A Coach Operator employed by a transit agency can readily transfer/promote into a wide range of transit career positions, if qualified.</p> <p>Leverage Mission College Coach Operator curriculum and certificate as model curriculum for apprenticeship program</p> <p>Foundations of Public Service for Transit Workers (1.0 Lecture/1.0 Lab) 2 units</p> <p>Bus Coach Operator: New Operator Training I (1.5 Lecture/0.5 Lab) 2 units</p> <p>Bus Coach Operator: New Operator Training II (2.5 Lecture/2.5 Lab) 5 units</p> <p>Bus Coach Operator: New Operator Training III (1.0 Lecture) 1 unit</p> <p>Bus Coach Operator: New Operator Training IV (1.0 Lecture) 1 unit</p> <p>Bus Coach Operator: New Operator Training V (1.0 Lecture) 1 unit</p>
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				Leverage existing COM Work Experience (WKPEX) to offer 2000 hours of Work Experience for the transportation industry or 6 units.
2.3	<p>Submit credit courses to CCCC for approval.</p> <p>Submit credit certificates to CCCC for approval.</p>	May 2022- August 2022	<p>Dean of Career Education and Workforce Development</p> <p>Department Chair, Faculty Discipline Experts, Apprenticeship instructors</p>	<p>Courses are approved at the CCCC level.</p> <p>Certificate will be aligned with employer recognized certifications with embedded industry credentials and clear stackability across 12 units.</p>
2.4	Assist GGT apprenticeship instructors in meeting minimum qualifications for College of Marin	April 2022 – July 2022	<p>Dean of Career Education and Workforce Development</p> <p>Department Chair, Faculty Discipline Experts, Apprenticeship instructors</p> <p>GGT Project Director</p>	<p>Develop job description and language for Bus Coach Operator Apprenticeship instructor</p> <p>GGT apprenticeship instructors meet minimum qualifications to teach and submit to College of Marin part time employee pool.</p> <p>Consult with COM Human Resources to ensure application and hiring process aligns with District, Board, and Chancellor’s Office policies and practice.</p>

			ATU 1575 President or other JATC reps	
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Objective 3: Recruit and register at least 1 apprentice per \$20,000 with an annual minimum goal of 25 registered apprentices and 75 apprentices served over the life of the project. Maintain at least an 80% apprentice retention rate and a 90% success rate for completing apprentices.				
#	Activities	Timelines	Responsible Person(s)	Performance Outcomes
3.1	Conduct outreach and recruitment of students for the apprenticeship programs.		Director of Workforce Programs	<p>A minimum of 75 apprentices will be enrolled during the grant period.</p> <p>Create brochures /flyers/handbooks/pamphlets/ posters/websites to use when conducting recruitment</p> <p>Outreach to local CBOs, Workforce Agencies, Golden Gate Candidate Pool and SRJC Pre Apprenticeship# of fairs/conferences/ seminars/ workshops conducted for students</p> <p>Establish priority process and waitlisting mechanism that accommodates existing GGT applicant pool, new apprentice recruits, and pre apprenticeship completers</p>

3.2	Conduct two annual large recruitment cycles and include strategic marketing campaign countywide	May 2022-February 2025	Director of Workforce Programs COM Project Lead and Team	Leverage existing workforce media campaigns and infrastructure to advertise program on social media, through local press releases, and using other regional advertising efforts
3.3	Develop and implement co-enrollment and integrated support model for prospective and existing apprentices		Director of Workforce Programs COM Project Lead and Workforce Team COM Counselors and Student Services	Partner with local CBOs, WIBS, and College services to co-enroll apprentices in appropriate support services Onboarding: Provide orientation, registration, and onboarding counseling sessions for registered apprentices Offboarding: Provide exiting orientation, registration, and counseling sessions for registered completing apprentices to create degree plans and map additional certification, degree, and/or transfer opportunities/ Incorporate informational materials and on-site co-enrollment into apprentice registration workshops and onboarding
3.4	Conduct regular community of practice (COP) meetings to support student success with specific focus on onboarding and orientations, in-time interventions, and connection to college and community resources.			

Objective 4: Embed a data-driven approach throughout the life of the project, which uses the regular COP meetings to collect, review, and evaluate data, which will ensure ongoing, programmatic review cycle that includes a design, implement, evaluate, and refine process over the life of the project.

#	Activities	Timelines	Responsible Person(s)	Performance Outcomes
4.1	Attend monthly community of practice meetings via conference calls, zoom or in person		GGAP Project Lead GGT Project Lead SRJC Project Lead Department Chair, Faculty Discipline Experts, Apprenticeship instructors Director of Planning, Research, and Institutional	All project leads participate in monthly Community of Practice activities. Create calendar of advising “checkpoints” for all students so that they receive academic and career advising at different points in their apprenticeship journey. Create calendar for data collection, evaluation, and outcomes reporting. Provide recommendations for needed program calibration and assist instructors with cross system reporting: attendance, rosters, grades, in alignment with Collee of Marin processes. Support enrollment services processes, registration, petitions, and other needed registration fees, invoicing, billing requirements of the project. Support data Collection and Evaluation in partnership with Dean of Workforce and Director of PRIE

			Effectiveness (PRIE) Office Dean of Career Education and Workforce Development	
4.2	Attend quarterly all partner meetings via conference calls, zoom or in person		College of Marin, Dean of Career Education and Workforce Development and GGAP Project Team	<p>Work to deliver regional professional development trainings and site visits</p> <p>Support increased systems alignment, transition and enrollment and partnering regional colleges for “feeder partners”</p> <p>Strategize and work together to facilitate network development, connection, dialog, planning and action between systems.</p> <p>Support developmentally appropriate pathways design for youth and adult learners with barriers to success.</p> <p>Share evidence and key program elements to serve special populations</p> <p>Organize 2 regional or sub-regional institute training events over three years with practitioners and leadership</p>
4.3	Regularly collect, review, and evaluate data		College of Marin, Dean of Career Education and	<p>College of Marin (COM) uses eLumen to collect, store, and report on student learning outcomes and will provide data on enrollment, persistence, completion, and success and certificates achieved.</p> <p>Collect quantitative and qualitative data including participant interviews</p> <p>Define key program elements that are working and where there are areas for</p>

		<p>Workforce Development</p> <p>GGT Project Director</p> <p>ATU 1575 President or another representative</p> <p>SRJC Project Leads and/or Dean of Workforce Brad Davis</p>	<p>improvement. Review existing evaluations, analyze student data, hold student focus groups.</p> <p>Disaggregate data by race/ethnicity, gender, age group, and campus/distance education.</p> <p>Metrics and outcomes will be compared against College outcomes, local, regional, and state data</p> <p>Crosswalk data with GGT internal employee data and SRJC pre apprenticeship outcomes.</p> <p>Produce an annual report on project outcomes with a culminating concluding report upon completion of the project.</p>

Objective 5: Support regional collaboration, professional development, and expansion of the Bus Coach Operator apprenticeship model throughout the north bay region.

#	Activities	Timelines	Responsible Person(s)	Performance Outcomes
5.1	<p>Work with California Transit Works and other Bus Coach Operator consortia members to connect with California Labor Federation/Workforce and Economic Development (WED) program to inform a broader regional and statewide outreach plan to other ATU locals and their represented employers.</p>		<p>JATC ATU 1575 GGT COM</p>	<p>Approves WED plan for regional/statewide outreach to other ATU locals and their represented employers.</p> <p>Disseminate information, resources, and lessons to transit industry professionals, agencies, and unions on regional, statewide, and national levels.</p> <p>Engage statewide ATU locals in conversation to expand the transit apprenticeship concept elsewhere in the State.</p> <p>Engage Marin Sonoma Transit agencies in conversation to expand the transit apprenticeship concept elsewhere in the State.</p> <p>High Road Training Partnership member, California Transit Works (CTW) will actively promote effective practices and program models from the GGT/ATU/COM/SRJC apprenticeship and pre-apprenticeship programs.</p>
5.2	<p>Provide lessons and dissemination at the local, regional, state, and national levels.</p>		<p>JATC ATU 1575 GGT COM</p>	<p>Attend at least one meeting of the Transportation Learning Center Apprenticeship Initiative</p> <p>Provide regular reports to local/regional transit agencies</p> <p>Share best practices at established conferences such as California Community College Association of Occupational Education (CCCAOE), Strengthening Student Success and the</p>

			SRJC	<p>California Adult Education Summit, California Labor Federation Workforce and Economic Development Annual Conference, California Workforce Association “Meeting of the Minds” Annual Statewide Conference among others.</p> <p>Leverage GGT board membership, committee involvement, and working groups at the national, state and local levels to present to American Public Transportation Association (APTA), the California Transit Association (CTA), the Metropolitan Transportation Commission (MTC), and Transportation Authority of Marin (TAM)</p>
5.3	Attend regular BACCC meetings via conference calls, zoom, and in person when feasible to share GGAP model.		<p>COM and SRJC Deans of Career Education and Workforce</p> <p>Director of Workforce Programs</p>	Participate in weekly, bi weekly and monthly calls offered by BACCC for regional directors, priority sectors, K-12 pathways, and regional career and strong workforce conversations

5.4	Convene regular meetings with directors Training Committee (JATC) meetings. Currently, Sonoma County Transportation Authority (SCTA).		GGT Project Lead Discipline Faculty ATU Local 1575 President Dean of Career Education, College of Marin	<p>here as thought partners and mentors. Conferences: In partnership with Santa Rosa Junior College, In addition to This regional COM-SRJC-GGT-ATU partnership: Will convene at least twice annually to share progress updates, data, high impact practices, and lessons learned with employers, regional workforce agencies, educational agencies, and the regional transit group. This is in addition to regularly held Joint Apprenticeship and</p> <p>Investigate expansion of pre-apprenticeship and apprenticeship programs.</p> <p>Hosts and CAI meetings or regional events.</p> <p>Convene all project stakeholders and conduct regular advertising, press releases, county presentations, to include broader regional potential stakeholders and workforce agencies across the county.</p>
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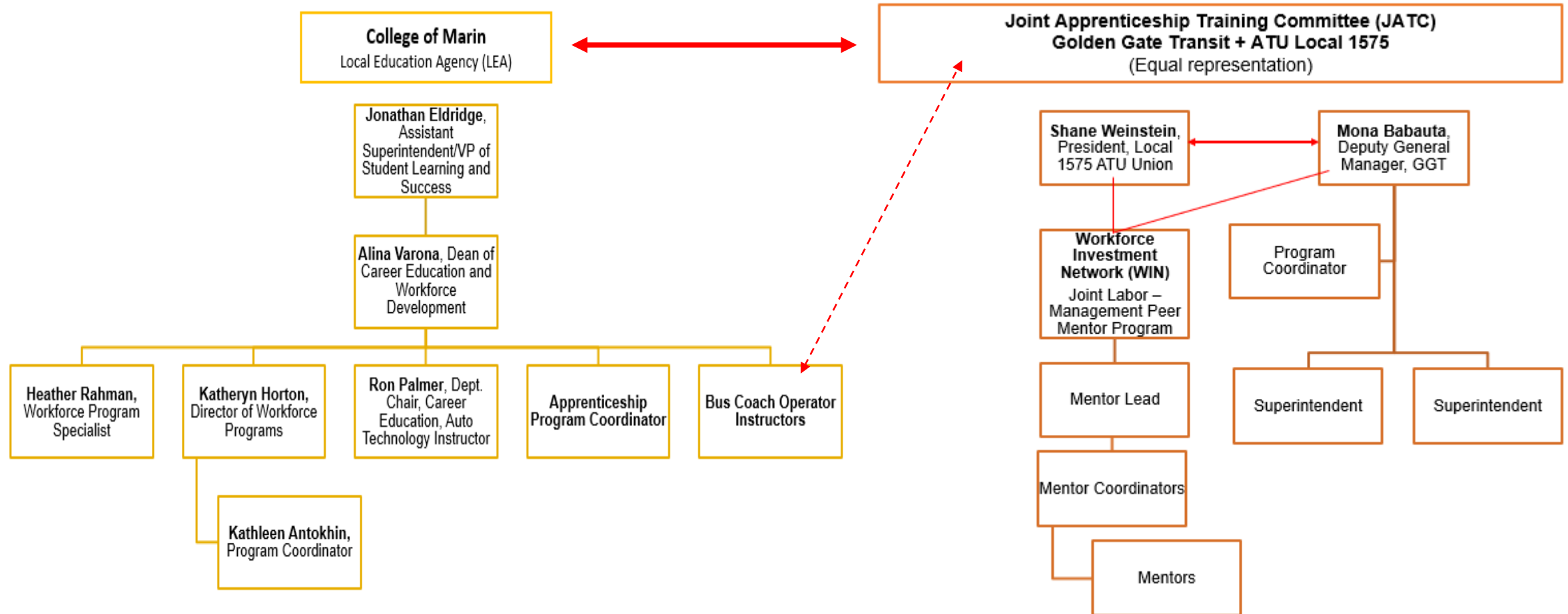
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(Submit as separate document in other attachments)

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CAI Apprenticeship, April 2022 - March 2025	College of Marin	Golden Gate	Employer (GGT) Match
Instructional Salaries	1000		
125 hours, Faculty Call (stipend) @\$74/hour	\$	9,250	
65 hours, Counselor faculty (stipend) @74/hour (10 hours per term, 5 hours SP '25)	\$	4,810	
Non-Instructional Salaries	2000		
Enrollment Services Associate I, 10 hours (\$34.92/hr) per semester x 6 semesters	\$	1,901	
Workforce Specialist, 50 hours OT (\$32.45/hr*1.5) per year x 3 years	\$	7,301	
Program Coordinator, 50 hours OT (\$46.95/hr*1.5) per year x 3 years	\$	10,564	
School and Community Partnership Program Coordinator, 3 hours OT (\$46.95hr/*1.5) x 3 cohorts	\$	634	
Senior Institutional Research Analyst, 4.5 hours OT (\$57.22/hr*1.5)*3	\$	1,287	
Benefits	3000		
stipend rate	\$	3,636	
CSEA Classified rate	\$	10,512	
Supplies	4000		
Marketing, Travel/PD, Contract Services	5000		
College of Marin, Outreach and Marketing- design, print and publish	\$	10,000	
Regional GGAP Convening at College of Marin x 2	\$	3,000	
Professional Development/Travel			
CA Apprenticeship Conference- 2 conference, 2 persons @ \$1500/person	\$	6,000	
CCCAOE Conferences- 6 semi-annual conferences, 1 person @ \$1,800/person	\$	10,800	
DAS Meetings- 6 meetings, 1 person, average \$280/meeting	\$	1,680	
Contractual Services, Golden Gate Transit			\$ 399,391
Instructional and Administrative Supplies			\$ 2,083 \$ 417
Conference Attendance and Travel			\$ 6,250 \$ 1,250
Bus Operator Mentors, average \$44,550/year for 3 years			\$ 111,375 \$ 22,275
Bus Operator Coverage- Mentor Coordinators, average \$10,154/year x 3 years			\$ 25,385 \$ 5,077
Bus Operator Coverage-Mentor Lead, average \$11,423/year x 3 years			\$ 28,558 \$ 5,712
Program Coordinator- \$45,148/6 months of coordination per year x 3 years x 2 coordinators			\$ 225,740 \$ 45,148
Subtotal	\$	81,375	\$ 399,391 \$ 79,878
Indirect (4%)			\$ 19,231
			\$ 499,996

Golden Gate Apprenticeship Program (GGAP): Bus Coach Operator – Organizational Chart



Golden Gate Apprenticeship Program (GGAP): Bus Coach Operator – Governance Chart

